



## Inspection Summary Report - September 2024

- Under the direction of the College's board of governors and senior leaders, key changes are being worked through strategically to effect necessary improvement. These have been informed well by consultation and robust evaluation.
- The College has introduced a bespoke business studies and financial capability programme for all year 10 pupils; the pupils reported to the inspectors that they welcomed the introduction of this programme.
- Significant work has been undertaken to review the College's mission statement and associated aims, resulting in the adoption of a new vision statement and five associated core values. Importantly, one of these core values is achievement.
- A range of purposeful strategies are being used to make modern languages accessible and relevant to all.
- A re-designed, inclusive curriculum model is being delivered for the 2024/25 academic year; the involvement of all staff in the monitoring and evaluation of its delivery is key to its successful implementation.
- The College instils in the pupils a strong social conscience which is connected to its core values and places a high value on its community connections. It also prioritises appropriately the health and wellbeing of the pupils.
- The College is working to strengthen its ethos of integrated education and the changes to the curriculum will better enable the realisation of this.
- At the time of the inspection, the evidence provided by the College demonstrates that the arrangements for child protection align to the current statutory guidance. The College is aware of changes in arrangements for adult protection and this is reflected in the child and adult protection policy.
- There is clear and sustained focus on the development of pedagogical practice through effective professional learning. To optimise the pupils' learning experiences, planning for learning needs to take full account of the new time allocations for subject areas, as well as the range of pupil ability and need.
- Areas for action:
  - to improve the quality and challenge of the learning experiences, to better develop the pupils' communication (oracy and written) skills and their wider skills and dispositions; and
  - to monitor and evaluate the progress being made in the implementation of the recent changes to the curriculum.
- Across the College, the pupils' communication (oracy and written) skills and their wider skills and dispositions are underdeveloped.
- The prioritisation of achievement and progress includes, for example, a focus on supporting to good effect those pupils at risk of not achieving both GCSE qualifications in English and mathematics at Grade C or above.

### Going forward

-  Parkhall Integrated College is undertaking a necessary, well-considered journey of improvement to address the areas for development it has identified appropriately and better achieve its new vision: 'To provide an inclusive, caring learning environment where we all feel valued and respected and are empowered to reach our full potential'. The implementation of the re-designed, more inclusive curriculum model now being delivered, and the continuing development of pedagogical practice are key aspects of this development work.
-  ETI will monitor the progress of Parkhall Integrated College in addressing the areas for action set out in this report. There will be a progress inspection.

This inspection has identified aspects of effective practice from which others may learn:

- the strategies being used to make modern languages accessible and relevant to all pupils; and
- the development of a bespoke business studies and financial capability programme for all year 10 pupils.